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## DISCUSSION.

The Editor is not satisfied with the comparatively small number who are taking part in these discussions. Any good teacher must have valuable ideas about subject matter, methods, and other mooted points. It is largely by the interchange of such ideas that we grow and improve our work. Send them to the Discussion Editor and help to make this department really helpful.

In particular, send in suggestions on the following question:

“What are the few really important problems that teachers of mathematics are meeting?”

If we can define those problems, bring them into the light of day, and then concentrate on them, we shall probably make them shrink very decidedly. And we can keep on discussing our minor questions at the same time.

### SUGGESTED TOPICS FOR DISCUSSION.

*Class Tests.* How often shall they be given? How marked? Should there be tests where absolute perfection is required for credit on a question? How can the questions be chosen so as to give most value to the test? Should the test be too long for the average child to finish?

*Text Books.* How can one best examine a test book to find out whether it is suitable for use in his classes? What use can be made of texts as supplementary material.

*Answer to Q. 6*—Is it advisable to have children check the solution of an equation when the check is far more difficult than the solution?

While it is of doubtful advantage to require pupils to do any great amount of checking when the practice involved is not worth the time used, they should occasionally check such a solution even though the check is more difficult than the solution. The realization that even such a complicated operation can be carried through to a successful conclusion and will prove the work correct is worth the time spent.

But should there be many questions where the check is so difficult?

EUGENE R. SMITH,  
*Editor.*